



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

500 S Arrowhead Dr, Chandler, AZ 85224

Chandler Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2003-04 Performing
2002-03 Performing
2001-02 Maintaining

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Susie Jayne
Schedule : 7:30 AM to 4:30 PM
Grades : K-6
2004 Enrollment : 780
Web Address : ww2.chandler.k12.az.us/conley-elementary
Phone Number : (480) 812-6200
Fax Number : (480) 812-6220
E-mail : jaynes@chandler.k12.az.us

Mission

To provide students with the knowledge, skills and attitude necessary to be lifelong learners and responsible citizens. We are building a learning community that upholds these guiding principles: all children are capable of success; every child is gifted in some way; it is our responsibility to create a safe, nurturing environment where risk taking is not only accepted but also expected; everyday is a celebration and an opportunity to support the learning of others and attitude is everything!

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Met
2002-03 Met
2001-02 N/A

School Improvement Status (b)

2003-04 N/A
2002-03 N/A
2001-02 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Students will demonstrate increased mastery of mathematics procedures and problem-solving as measured by district CAP benchmark assessments, as well as AIMS (Arizona Instrument for Measuring Standards).
- ü Students will show greater than one year's growth in language arts; reading, writing and grammar as measured by CAP benchmark assessments, as well as AIMS (Arizona Instrument for Measuring Standards).
- ü Students at Conley School will strive to increase individual scores above their previous year's performance.
- ü All students will participate in the onsite science fair demonstrating a basic understanding of the scientific process of inquiry-based learning.

Enrollment

October 1, 2003 School Year Student Enrollment : 893
Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 65

Instructional Programs

- ü Harcourt Trophies Program/Literacy Lab
- ü Scott Forsman Math
- ü Academ. Workplace Standards/Microsociety
- ü On site Special Education
- ü Sound Partners Tutoring Program
- ü Full day Kindergarten
- ü Junior Achievement
- ü Art Masterpiece Program

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	7/27/2004
Last Day of School :	6/1/2005

Shared Responsibilities

School

Conley maintains high academic standards and a safe and orderly environment that builds on the strengths of all children. Through character education and positive actions responsible choices are the expectation of all Conley students.

Parents

Our first expectation for parents is involvement in their child's learning. Parents are expected to get their child to school on-time daily with proper rest and nourishment. They are expected to attend regular progress conferences. The goal is to communicate regularly with one another. We ask parents to provide their children with appropriate time and space for at-home learning and reading. Parents are encouraged to volunteer at school whenever possible and to support school goals and policies.

Transportation Policy

We transport boundary students who reside within one or more miles from Conley. Conley Boundaries: A. Pecos-Chandler Blvd (E/W), Alma School-Dobson (N/S). B. Chandler Blvd to Galveston (E/W), Dobson-Price (N/S). Students are expected to follow the appropriate behavior guidelines to ensure the safety of all students.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Apple Achievement Award	2002
ü Clean School Award	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	124	2220	75509	98	100	100	528	531	521	7	8	13	22	19	23	38	37	33	33	36	31
All Students (Prior Year)	125	2034	75372	100	98	100	521	529	523	10	7	9	22	20	25	43	39	36	25	34	30
Female	66	1107	37013	96	100	100	533	534	522	5	7	12	21	19	24	40	38	33	34	37	31
Male	58	1113	38430	100	99	99	523	528	521	9	9	14	23	20	22	36	36	33	32	35	31
African American	15	124	3660	94	98	99	505	514	496	14	11	24	29	23	31	36	40	28	21	25	18
Hispanic	27	705	30486	93	100	99	524	510	505	10	14	18	20	29	29	45	37	32	25	20	21
Asian/Pacific Islander	NC	124	1780	NC	100	98	NC	557	549	NC	4	5	NC	9	13	NC	31	33	NC	56	50
American Indian/Alaskan Native	NC	28	4075	NC	100	100	NC	509	486	NC	19	28	NC	23	34	NC	35	26	NC	23	12
White	73	1232	35192	100	99	99	535	541	534	5	5	8	19	15	19	37	37	35	38	43	39
Students with Disabilities	NC	252	9708	NC	100	100	NC	508	489	NC	15	32	NC	33	27	NC	29	24	NC	23	17
Students without Disabilities	120	1968	65801	99	99	98	530	533	525	7	7	11	19	18	23	40	38	34	34	37	33
Limited English Proficient Students	12	259	16928	71	63	100	464	470	485	33	37	29	67	37	33	0	22	26	0	3	12
Migrant Students	--	35	750				--	486	499	--	26	21	--	35	29	--	30	30	--	9	20
Economically Disadvantaged	38	689	36411				518	508	503	18	15	19	15	30	29	35	35	32	32	20	20
Non-Economically Disadvantaged	86	1531	39040				533	540	534	2	5	8	25	15	19	40	38	34	33	42	39

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	124	2224	75492	98	100	100	524	526	519	7	8	12	13	14	16	55	50	47	25	29	24
All Students (Prior Year)	126	2040	75221	100	98	100	526	529	523	4	5	8	11	12	16	64	57	56	21	25	21
Female	66	1107	37014	96	100	100	529	531	523	7	5	10	8	12	15	54	48	48	31	35	27
Male	58	1117	38400	100	100	99	517	521	516	8	11	14	18	15	17	56	52	47	18	23	21
African American	15	124	3665	94	98	99	510	518	505	15	9	20	15	19	22	62	49	43	8	23	14
Hispanic	27	708	30438	93	100	99	518	510	508	11	14	17	11	22	21	56	49	47	22	15	15
Asian/Pacific Islander	NC	124	1773	NC	100	98	NC	536	534	NC	4	4	NC	11	10	NC	49	50	NC	37	36
American Indian/Alaskan Native	NC	28	4081	NC	100	100	NC	513	498	NC	13	25	NC	29	26	NC	42	40	NC	17	8
White	73	1233	35177	100	99	99	527	534	528	6	5	8	13	9	13	53	50	49	29	35	31
Students with Disabilities	NC	254	9707	NC	100	100	NC	513	495	NC	14	33	NC	25	21	NC	43	33	NC	19	13
Students without Disabilities	120	1970	65785	99	99	98	524	527	522	7	7	10	13	13	16	55	50	49	25	29	26
Limited English Proficient Students	12	259	16905	71	63	100	459	477	489	50	44	34	50	36	28	0	20	32	0	0	6
Migrant Students	--	35	763				--	501	499	--	17	21	--	30	30	--	43	40	--	9	8
Economically Disadvantaged	38	690	36302				517	509	507	15	15	18	9	22	21	55	49	46	21	14	14
Non-Economically Disadvantaged	86	1534	39164				526	532	528	4	5	8	14	10	13	55	50	48	27	34	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	124	2206	75053	98	99	99	648	618	597	3	4	7	5	8	12	75	77	72	17	11	9
All Students (Prior Year)	124	2003	73654	100	96	99	545	540	530	6	6	9	8	10	13	69	74	70	17	10	7
Female	66	1102	36872	96	100	99	680	642	621	0	1	5	5	6	9	74	79	74	21	14	12
Male	58	1104	38109	100	98	99	610	594	573	8	7	10	6	10	14	75	75	69	11	8	6
African American	15	124	3636	94	98	99	612	597	568	0	3	12	7	10	16	79	78	67	14	9	6
Hispanic	27	694	30235	93	99	98	600	582	575	10	6	9	10	13	14	70	75	70	10	6	6
Asian/Pacific Islander	NC	124	1768	NC	100	98	NC	654	651	NC	4	3	NC	2	5	NC	79	72	NC	16	19
American Indian/Alaskan Native	NC	28	4044	NC	100	99	NC	582	550	NC	4	13	NC	13	17	NC	79	66	NC	4	4
White	73	1230	35028	100	99	99	655	635	613	3	3	6	4	6	10	78	78	73	15	13	11
Students with Disabilities	NC	251	9625	NC	100	100	NC	555	530	NC	18	21	NC	18	21	NC	57	55	NC	7	4
Students without Disabilities	120	1955	65428	99	99	98	655	623	604	2	3	6	5	7	11	77	78	73	17	11	10
Limited English Proficient Students	12	253	16765	71	62	100	484	527	525	33	12	17	0	22	20	67	63	60	0	3	2
Migrant Students	--	34	752				--	543	562	--	5	9	--	36	18	--	55	68	--	5	5
Economically Disadvantaged	38	680	36077				608	580	566	3	4	10	12	13	16	76	77	69	9	5	5
Non-Economically Disadvantaged	86	1526	38950				664	633	618	4	4	5	2	6	9	74	77	73	20	13	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	111	2175	76019	100	99	100	492	510	499	16	9	14	43	33	39	15	16	14	26	42	33
All Students (Prior Year)	131	2101	76230	99	99	100	504	510	498	9	8	12	38	33	38	15	15	12	39	45	37
Female	54	1073	37207	98	99	100	496	511	499	8	7	12	50	36	41	20	17	14	22	40	33
Male	55	1099	38677	100	99	100	489	509	498	24	12	15	37	31	38	8	14	13	31	44	34
African American	16	132	3817	100	100	100	485	490	475	13	16	23	53	43	47	13	16	11	20	26	18
Hispanic	35	640	29458	100	98	100	484	483	480	23	18	20	43	47	48	3	13	12	30	22	20
Asian/Pacific Islander	NC	98	1673	NC	100	99	NC	542	531	NC	4	4	NC	22	29	NC	12	14	NC	62	53
American Indian/Alaskan Native	NC	38	4735	NC	97	100	NC	485	466	NC	18	28	NC	38	49	NC	21	10	NC	24	13
White	50	1257	35880	100	99	100	504	522	515	12	5	7	35	28	32	22	17	16	31	51	45
Students with Disabilities	12	268	9786	100	100	100	463	477	457	33	26	39	44	41	40	11	7	7	11	25	13
Students without Disabilities	99	1907	66233	99	99	99	495	513	503	14	8	11	43	33	39	15	16	14	28	43	35
Limited English Proficient Students	NC	220	15206	NC	73	100	NC	442	459	NC	44	31	NC	48	53	NC	5	7	NC	3	9
Migrant Students	--	37	745				--	471	473	--	19	22	--	63	53	--	15	11	--	4	15
Economically Disadvantaged	45	642	35714				469	482	480	28	19	20	53	46	47	5	11	12	15	23	20
Non-Economically Disadvantaged	66	1533	40266				508	520	513	8	6	9	37	29	33	21	17	15	34	49	43

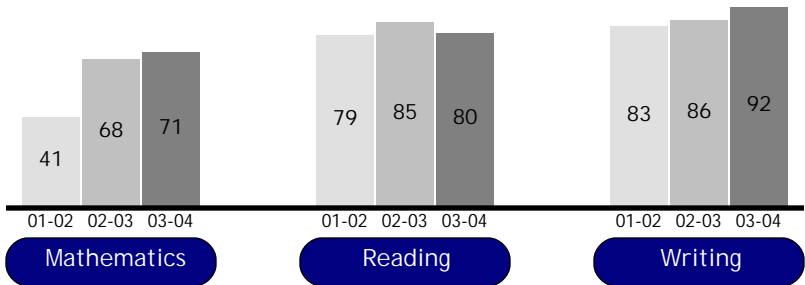
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	111	2174	76020	100	99	100	498	506	503	25	22	25	28	20	23	41	43	40	6	14	12
All Students (Prior Year)	131	2096	76202	99	99	100	508	509	505	8	13	19	24	22	24	57	52	46	11	13	11
Female	54	1073	37213	98	99	100	503	507	504	15	18	22	28	23	23	49	44	42	9	15	13
Male	55	1098	38666	100	99	100	494	504	501	35	26	29	29	18	22	33	42	38	4	14	12
African American	16	132	3819	100	100	100	498	496	494	13	29	37	47	34	26	40	35	31	0	3	6
Hispanic	35	639	29442	100	98	99	495	491	494	45	45	37	10	23	26	41	27	31	3	5	6
Asian/Pacific Islander	NC	97	1672	NC	100	99	NC	521	513	NC	9	12	NC	10	19	NC	58	49	NC	24	20
American Indian/Alaskan Native	NC	38	4735	NC	97	100	NC	501	489	NC	29	48	NC	29	25	NC	35	24	NC	6	3
White	50	1258	35890	100	99	100	501	512	511	16	12	15	33	19	20	40	50	48	11	19	18
Students with Disabilities	12	268	9784	100	100	100	496	493	485	25	47	58	25	18	19	50	27	19	0	8	4
Students without Disabilities	99	1906	66236	99	99	99	498	507	504	25	20	23	28	21	23	41	44	42	6	15	13
Limited English Proficient Students	NC	219	15198	NC	73	100	NC	472	483	NC	88	59	NC	7	25	NC	4	14	NC	0	1
Migrant Students	--	37	743				--	480	488	--	73	50	--	19	28	--	8	19	--	0	3
Economically Disadvantaged	45	640	35703				491	491	494	47	44	37	21	24	26	32	28	31	0	4	6
Non-Economically Disadvantaged	66	1534	40274				503	511	509	10	14	17	32	19	20	47	49	47	10	18	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	109	2165	75673	99	99	100	529	544	530	8	7	12	29	23	25	58	65	58	5	4	4
All Students (Prior Year)	132	2069	74692	100	98	99	514	514	502	6	11	18	32	24	27	53	55	47	10	10	8
Female	52	1070	37099	95	99	100	564	563	548	0	4	8	22	21	22	70	69	64	8	6	6
Male	55	1092	38441	100	99	99	496	525	513	15	10	16	37	26	29	46	61	52	2	3	3
African American	16	131	3791	100	100	99	523	534	506	6	6	18	38	32	29	50	57	50	6	5	3
Hispanic	34	638	29305	97	98	99	507	507	507	13	15	16	29	30	31	55	54	51	3	1	2
Asian/Pacific Islander	NC	98	1665	NC	100	99	NC	590	573	NC	3	6	NC	14	16	NC	72	67	NC	11	10
American Indian/Alaskan Native	NC	38	4707	NC	97	100	NC	537	492	NC	3	19	NC	35	33	NC	56	46	NC	6	1
White	49	1250	35760	98	98	99	542	558	550	6	4	9	27	20	21	60	70	64	6	5	6
Students with Disabilities	12	267	9706	100	100	100	459	500	462	18	14	36	64	39	32	18	44	31	0	2	1
Students without Disabilities	97	1898	65967	97	98	99	538	548	536	7	7	10	25	22	25	63	67	60	5	5	5
Limited English Proficient Students	NC	218	15115	NC	72	100	NC	455	471	NC	27	26	NC	46	38	NC	25	35	NC	1	1
Migrant Students	--	37	738				--	453	488	--	37	23	--	30	33	--	33	43	--	0	1
Economically Disadvantaged	44	637	35541				490	508	504	17	13	17	32	32	31	51	53	50	0	2	2
Non-Economically Disadvantaged	65	1528	40091				555	558	550	2	5	9	27	20	21	63	69	64	8	5	6

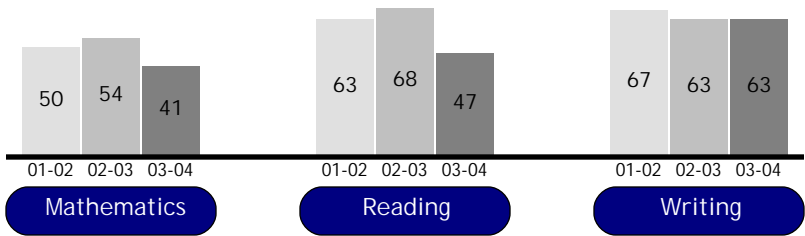
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	83	60	53	44	94	67	57	50	95	54	NA	58
	Language	99	63	50	39	94	66	53	43	96	47	58	50
	Mathematics	99	70	63	52	99	65	63	57	96	56	71	64
3	Reading	97	44	51	43	97	61	56	47	96	62	NA	55
	Language	97	45	57	50	97	68	63	54	96	69	66	61
	Mathematics	98	33	56	50	98	54	61	54	96	66	66	61
4	Reading	96	51	56	47	97	57	60	52	99	66	NA	56
	Language	96	49	53	45	99	57	54	48	99	62	59	52
	Mathematics	97	51	59	52	99	54	61	57	100	71	68	61
5	Reading	94	62	54	46	95	56	58	50	98	52	NA	55
	Language	96	51	50	43	97	48	54	46	98	47	56	49
	Mathematics	95	60	60	54	97	57	65	57	98	57	69	63
6	Reading	96	67	57	49	100	57	59	53	96	57	NA	56
	Language	96	58	51	42	100	51	52	45	97	52	57	48
	Mathematics	99	78	65	58	100	71	68	62	96	65	74	66

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Dr Howard K Conley Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

- Ü School Health/Safety Issues
- Ü Budget
- Ü Review of School Data
- Ü Establish Goals for Site Improvement
- Ü Curriculum Review/Textbook Adoption
- Ü Extracurricular Activities

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	35.00
Other Professional Staff	4.50	Teacher Aide	6.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	0	0	0
4 to 6 years	3	4	0	0
7 to 9 years	4	6	0	0
10 or more years	0	17	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	35
Core academic classes taught by Highly Qualified (NCLB) teachers.	70
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü 30-station Computer Lab
- Ü Media Center & Literacy Lab
- Ü Gymnasium/Cafeteria
- Ü Xeriscape Area with Hands-on Science

Extracurricular Activities

- Ü Microsociety/Post Office/Bank/Store
- Ü Student Council/Peer Mediators
- Ü Cheer/Running Club/Art/Drama
- Ü Safety Patrol/Energy Club/Xerikeepers
- Ü Tutoring/Homework Club/Math Olympiads
- Ü Chorus
- Ü Aviation Club
- Ü Battle of the Books

Social Services

- Ü YMCA
- Ü Counseling
- Ü Clothing Bank
- Ü Free/Reduced Breakfast and Lunch Program

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü In the areas of math, reading and language, the average percent of students scoring above 50th percentile was 59. The greatest gains were made in 4th grade with an increase of 13% in math, 23% in reading and 8% gain in language.
- ü Academic workplace standards are enhanced through true-to-life opportunities that include an on-site bank, store, Energy Club, xeriscape program, student government and postal center. Most students are involved in after school programs.
- ü Conley students taking the AIMS for the past three years have exceeded the state average score in reading, math and writing.
- ü Every classroom had a minimum of two Art Masterpiece lessons presented. This upcoming year we have been awarded an Artist in Residence for the month of May 2005.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	94	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	1	2	2	2
Transfers In ⁷ (Out of District)	4	10	9	9
Promotion Rate ⁸	0	98	98	94
Retention Rate ⁹	100	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

% of Students Achieving One Year's Growth		
	Reading	Math
Grades 2-3	55	36
Grades 3-4	76	90
Grades 4-5	69	70
Grades 5-6	69	80

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Conley is a Tribes Learning Community. Teachers use the TLC process to build a community within each class. We use the Second Step Program in K-6 classes. It focuses on empathy and character building, leading to positive, productive decision making. The school counselor conducts Bully Awareness Assemblies at each grade level in addition to teaching regular class meetings. The counselor uses the 'Be Cool' program. Students are recognized monthly for display of positive character traits.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Susie Jayne	(480) 812-6200
Transportation Policy	Cathy Brown	(480) 812-7240
Community Resources	Susie Jayne	(480) 812-6200
School Nutrition Programs	Cathy Brown	(480) 812-7240
Parent Organization	Lisa Edwards	(480) 812-6200
Student Health/Nurse	Barbara Cayo	(480) 812-6202

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.